

7.1 Supports for learners

The adequacy of the resources available to learners is monitored on an ongoing basis. Learning resources are updated and expanded as necessary to reflect up-to-date approaches and learner needs as identified through feedback on teaching and learning. The following are in place:

a) *An integrated approach from the perspective of the learner*

The range of learning resources and learner supports is as coherent and integrated as possible:

- There are procedures in place to ensure that all resources are fit for purpose and accessible
- Learners are informed about the full range of services available to them
- Learners are surveyed annually for their overall impression of learning resources and learner supports
- Learner perspectives about the sufficiency and quality of learning resources and learner supports are listened to
- All learning resources and learner supports are responsive to (i) the needs of the programme; (ii) programme review and other evaluation activities and (iii) deliberative or decision-making processes requiring feedback on learner support
- Different learner support/resource units benefit from networking with each other to ensure a coherent approach
- Resources and supports are promoted actively to ensure that learners are aware of their existence
- Learner resources and supports are bench marked against standards

b) *Pastoral care²*

The learning environment includes pastoral care supports provided by staff for learners. This includes both pastoral and educational care, such as tutors, mentors, counsellors and other advisors. *The Code of Practice for Provision of Education and Training to International Learners³* is complied with where applicable.

c) *Access to services related to programmes*

The adequacy and effectiveness of all academic and other support services related to the programme of education and training are regularly reviewed, such as:

- Library, information and computing services and access to same

² *Pastoral care refers to the emotional and personal support for the general wellbeing of learners.*

³ *Published by QQI, July 2015.*

- Learner support services (both academic and non-academic)
- Administrative services
- Technical services
- Premises servicing and maintenance services
- Services aimed at communicating the provider's mission and operations to learners, potential learners, other providers, employers, professional and training bodies and the general public
- Other support services relevant to provision

Support and administrative staff is appropriately qualified and have opportunities for staff development. The needs of a diverse learner population (mature, part-time, employed, international, as well as learners with disabilities) is taken into account when planning and providing learning resources and supports.

d) Learner representation

There are mechanisms for learners to make representations to the provider about matters of general concern to the learner body.

e) Guidance

Necessary guidance services are provided to learners on programmes as appropriate. Accurate and relevant information on the programme, which includes details on potential career pathways, is provided to learners prior to enrolment on the programme.